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| **What you can teach from a literate text – apart from the enjoyment!** | | |
| Whole text focus | Without exposure to literate texts, students do not have the opportunity to achieve the appropriate syllabus outcomes. Some important understandings are listed below.  This is not an exhaustive list but knowledge that is often difficult for readers experiencing difficulty. | Grammatical/sentence level focus |
| * Relevant circumstances (context of the text: time, setting, characters) * Plot structure:   + overall staging: orientation, complication, resolution,   + paragraph structure: how the information is organized   + sequencing events   + flashbacks, * Plot devices:   + building drama and suspense   + action/reaction   + identification with characters   + expression of characters thoughts, feelings, reactions (both physical and verbal)     - Positioning the reader:      * Links between text language and illustration * Significant inferences * Author’s purpose, stance, theme | **TEXT: REFUGEES by David Miller Stage 2/3** | * Specific language to explain and link the sequence of events, text connectives * Words for text cohesion: conjunctions, pronouns prepositions * Long complex sentences: how words fit together in order to construct meaning, packed with lots of information * Variety in sentence beginnings to gain specific effects * Image building and precise language: words which describe what happened, where, when, why or how   (nouns and adjectives,  verbs and adverbs,)   * Figurative language: personification, similes, metaphors, alliteration * Dialogue - not just how it is marked but how what is said adds to the reader’s knowledge of character and plot * Punctuation |
| Other Themes   1. Environmental; sustainability; destruction of habitat; danger; rejection   Allegory, loss, homelessness – continual moving to another habitat (Links to humans – context)  Importance of illustrations in supporting texts (size, helplessness, despair, contrasts)  Persistence – positive transition to new environment eventually  In the end – need for human intervention to find a new habitat – human element   1. Opportunities for teaching whole text  * position of reader – empathy for ducks through both text and illustrations. * Engaged us through elements of drama & suspense   N.D. – continually building to climax/ problem (these are continual) and then a sudden resolution just when you expect the worst.  T.S. – orientation, climax & resolution throughout the story  - sequence as above with the danger level increases each time  Ideas: - Cumulative sequence of events with disappointment after each --- success.   * 3rd person; not a particular point of view   Setting – Illustrations very powerful – suggest imagery of danger  Language Choices:- Onomatopoeia, placement of text on the page, deliberately started sentences with ‘*because’*; imagery; alliteration; precise language,   1. Sentence and word level – Transformations   Cohesion, placement of conjunctions.  Paragraphing – powerful & deliberate text breaks linked to illustrations  Sentence Structure  4. Transformation Passage – *With a roar & a gurgle, out poured the swamps precious water. Now the swamp and island were gone forever. The ducks would have to find another place to live. Because ducks need water where they.*. Cut up full stops first. |
| * Indicate Transformation text: the part of the text you will use as a model for writing like the author. Indicate 1st, 2nd and subsequent cuts * Identify spelling words |

**P.Q.Rs**

***Refugees:*** Someone or something who is unable to stay in their home or habitat for fear of destruction

***Precious****:* David Miller tells us that the water is precious. In this story precious doesn’t mean precious jewels or stones or someone’s nickname, it means this was the duck’s home & their source of food was found there.

So what do you think the word precious means?

Yes, David Miller tells us that precious means *that* the ducks lost their home & their food supply because water is too important to ducks, because without it they couldn’t survive.

***Cruel guns:*** In this text DM talks about cruel guns. He makes the guns take on a personal quality of being cruel to give the effect that something ‘sinister’ or ‘bad’ is about to happen to the ducks.

So what does cruel guns refer to in this text?

That’s right, cruel guns means that ……….. and it makes us (positions us) feel empathy for the ducks.